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The Effectiveness of a Four-week Parent Nutrition Education Series in Creating Knowledge and  
Behavioral Changes

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***Abstract:***

*Background:* Recent research has indicated that the diets of many US children are not meeting established dietary recommendations. Parent-based nutrition education has been identified as an option to influence children in adopting healthful dietary practices. This study sought to explore how an online school-supported nutrition program for parents and guardians can address this need.

*Objective:* To determine if a four-week school supported online parent nutrition education program created knowledge and/or potential behavioral change for participants.

*Design:* The study was originally designed as a qualitative research study intended to include up to 100 participants. As a result of limited participation (1 participant), the study was evaluated as a case study.

*Participants/setting:* Parents or guardians had to be 18 years of age or older with children under 18 years of age who lived at home; willing to participate in the study and attend all four nutrition education sessions; and have access to the internet.

*Main outcome measures:* Major changes in knowledge and behavior following nutrition education.

*Statistics:* No statistical analysis was undertaken. Participant responses to the pre- and post-survey questions were evaluated, compared, and reported.

*Results:* Results indicated that the nutrition education lessons helped to increase the participant's nutrition knowledge in three areas. A reduction in knowledge was observed for two areas. Results also revealed a positive change in behavior for two areas and a reduction in behavior for five areas.

*Conclusion:* The four-week school supported nutrition education program was effective in increasing the nutrition knowledge of the parent enrolled in the study and facilitated positive dietary behavior changes for the parent and her child/children. Future research is needed to

determine if increased participation, involvement of children within the program, and changes to the assessment methods and program timing could result in a greater impact.



## Introduction

There is a need for American children to adopt healthier dietary habits. Recent research suggests that many U.S. children are consuming diets that are not meeting established dietary recommendations.<sup>1,2</sup> Some of the specific concerns cited are low vegetable intake, skipping of breakfast, increased consumption of sugar-sweetened beverages and childhood obesity.<sup>3-5</sup> It is, therefore, important that the necessary educational structures be put in place to support children in adopting healthier dietary practices.

One established option for supporting healthy food choices has been nutrition education. Several research studies have been undertaken to investigate approaches that are successful in teaching children about nutrition.<sup>6-11</sup> These include face to face instruction, social media networks, online classes, parental education, and combine approaches.<sup>6-11</sup>

The benefits of parental education have not gone unnoticed. Parents have a significant influence in shaping the dietary preferences of their children.<sup>12</sup> A systematic review by Black et al., showed that family-based nutrition programs were effective in reducing dietary fat intake and increasing fruit and vegetable consumption.<sup>13</sup> In another study, Murimi et al., revealed that a multicomponent age-appropriate nutrition education approach, which engaged parents and their children for a period of  $\geq 6$  months, showed that once there was fidelity and adequate alignment between the stated objectives, the intervention and desired outcomes were more likely to be successful.<sup>14</sup> Khokhar et al., who conducted the Digital Education to Limit Salt in the Home (DELISH) study with parents, indicated through this study, that a five-week web-based program for parents of primary school children on salt-specific educational messages, was effective in facilitating a reduction in salt intake.<sup>15</sup> The studies mentioned are a representation of available

evidence supporting parent-based nutrition education, as a means of influencing children to adopt more healthful dietary practices.

This study sought to address the gap in the literature, which indicated a lack of research on school-supported online nutrition programs that were targeted at parents and guardians only. Therefore, the purpose of this graduate student research study was to determine if a four-week school supported online parent nutrition education program, offering nutrition education presentations, food demonstrations, question & answer (Q & A) segments, and educational handouts could create a change in nutrition knowledge and behavior of parents and guardians. Should results from this study indicate that the program was effective, Upland Unified School District (Upland USD) would replicate the program in additional schools within the district.

Two Loma Linda University (LLU) Nutrition and Dietetics graduate students partnered with Upland USD, to conduct a graduate student research study. The study determined if a four-week school supported online parent nutrition education program created knowledge and or behavioral change for participants. The study was originally referred to as the P.I.C.N.I.C. study, which is an acronym for “Parents Influencing Children’s Nutrition Intake and Choices”. The expected outcome was that parents and children alike would benefit from a better quality of life. This expected outcome could be a result of increased nutrition knowledge, leading to new dietary habits and reduction in risk of disease.

### Research Requirement

A maximum of 100 individual parents or guardians of children from Upland Unified School District (UUSD) elementary schools (Citrus, Baldy View, Cabrillo, and/or Upland) and the surrounding community were to be recruited. The study allowed for one parent or guardian per

household to participate. The principals involved from the elementary schools assisted with recruitment and sent a flyer announcement of the nutrition education program to the prospective participants via the schools' email, Instagram, or school website. In addition, flyers were posted in the surrounding communities and Loma Linda University approved social media. Originally, recruitment was done at Citrus Elementary School only. Due to zero enrollment during the initial recruitment period, the research study was also opened to parents or guardians of children in the extended community and other UUSD elementary schools listed.

#### Inclusion Criteria:

- Parents or guardians had to be 18 years of age or older with children under 18 years of age who lived at home
- Parents or guardians needed to be willing to participate in the study and attend all four nutrition education sessions
- Parents or guardians needed to have access to the internet

Exclusion Criteria: There was no exclusion criteria.

#### Methods

Tools identified for this study were the pre-survey, online nutrition education program, nutrition handouts, and post-survey.

1. An online pre-survey was made available following completion of the informed consent process. This survey was administered via LLU Qualtrics Survey Software and took up to five minutes to complete. The development of the pre-survey was undertaken by the graduate students with use of questions from the General Nutrition Knowledge Questionnaire developed by the LLU School of Allied Health Professions nutrition faculty.

Assigned LLU faculty provided guidance to the graduate students in the development of the pre-survey. The pre-survey was provided prior to the commencement of the nutrition education series and was to be completed in order to be enrolled in the nutrition program.

A Spanish translation of the pre-survey was provided for Spanish-speaking participants.

2. The nutrition education program was offered online for one hour weekly over a period of four consecutive weeks. Online instruction was provided via Zoom.

The schedule for each nutrition education session was as follows:

- 10-minute icebreaker or review
- 25-minute pre-recorded educational PowerPoint (PPT) presentation
- 15-minute pre-recorded food demonstration
- 10-minute interactive Q & A segment

Over the four-week period, one pre-recorded nutrition presentation was provided each week:

- Week One: *Overview of MyPlate*
- Week Two: *Facts About Sugar, Salt, and Fat*
- Week Three: *Reading Nutrition Labels*
- Week Four: *Healthy Eating on a Budget*

A 15-minute pre-recorded food demonstration immediately followed each educational PPT presentation. Hereafter, participants had the opportunity to ask questions during a Q & A segment. Spanish translators from Upland USD were available during the 10-minute icebreaker/review period, as well as the Q & A segment to translate as necessary. Pre-recorded content for the nutrition presentations and food demonstrations was translated prior to the sessions and Spanish subtitles were added to these pre-recorded videos.

3. An educational handout was provided for each topic covered during the four-week nutrition series. Following each session, the relevant educational handout and food demonstration recipe was emailed to all participants by the graduate students. These handouts were accessed from the United States Department of Agriculture (USDA) Choose MyPlate website, and other reliable sources for nutrition information. These educational handouts were also provided in Spanish.
4. An online post-survey was made available upon completion of the nutrition education program and took five to ten minutes to complete. The survey was provided to the participant who attended all four nutrition education sessions. This survey was formatted similarly to the pre-survey but included qualitative questions at the end, to determine nutrition knowledge and behavior change. The post-survey became available to the participant as an external link via email, following completion of the last nutrition education session. A Spanish translation of the survey was also provided. Survey evaluations were undertaken by the graduate students following guidance from the LLU statistical department.

### Procedures

Parents and guardians of children under 18 years of age from the elementary schools received a flyer announcement from the principal of each school via email, school's social media, and school's website, with information about the nutrition research study. A link to register was located on the flyer. A flyer announcement was made available to the community via UUSD social media, and website, as well as Loma Linda University approved social media. Flyers were also posted in surrounding communities.

The flyer contained a link for interested parents and guardians to access the LLU Qualtrics sign up site where they filled out their name, email address, and preferred language of communication. One parent or guardian was eligible to sign up per household. Access to the Qualtrics sign up site was available until the start of the first nutrition education session.

The graduate students sent the second Qualtrics link to parents and guardians, which allowed them access to the registration site. This link was to be emailed to the first 100 eligible persons who expressed interest in the study. Interested individuals obtained further details about the study through an information sheet, upon accessing the first page of the second Qualtrics link. After deciding to volunteer for the study, they electronically signed their name, provided their email address, and a time stamp to represent consent. Access to the pre-survey was immediately made available for completion of official registration.

Graduate students sent subjects an email of gratitude for consenting to participate in the study, along with a recurring link to information on how to access the four-week nutrition education series on Zoom.

Each nutrition education session began with an icebreaker or review of the previous week's topic. Following this activity, subjects engaged in a pre-recorded PPT presentation and food demonstration, which utilized foods typically grown as part of the Upland Unified School District's "Farm to School Program". Thereafter, subjects had the option to participate in a Q & A segment. All education sessions were facilitated by the two LLU graduate students. A Spanish translator from Upland USD was also present during the program, to assist with translations as necessary.

Topics covered in the four-week nutrition education program were:

- Week One: *Overview of MyPlate*. || The first session provided information on the five food groups, benefits of eating a variety of foods and food substitution. Following the PPT presentation, a pasta salad recipe was demonstrated.
- Week Two: *Facts About Sugar, Salt, and Fat*. || The second session in the nutrition series provided information on food sources of sugar, sodium, and fat; highlighted health concerns related to excessive consumption and included tips for using less. Participants had an opportunity to see the application of the concepts taught during the food demonstration of a Pizza Bun recipe.
- Week Three: *Reading Nutrition Labels*. || This session provided instruction on reading, understanding, and comparing nutrition labels. Concepts were reinforced during the food demonstration by reading the label on a can of black beans, which was used to make a Black Bean Dip.
- Week Four: *Healthy Eating on a Budget*. || The last nutrition education session offered tips for meal planning, grocery shopping, and meal preparation on a budget. A recipe demonstration of a strawberry-orange breakfast parfait followed this activity.

Prior to the close of each session, participants had the opportunity to ask questions related to the topic and received answers in response to their questions. The Upland USD Spanish translator was available to assist with translation during this segment. After each session, the handouts and recipes were sent to the participants by email.

At the end of the four-week nutrition education series, participants who attended all four sessions were emailed a link to access and complete the required online post-survey. The survey

was administered with use of the LLU Qualtrics Survey Software and took five to ten minutes to complete. Access to the post-survey was available for completion and remained open for one week.

### Research Study Risks and Benefits

There was a minimal risk of breach of confidentiality and feeling uncomfortable answering questions. To minimize the risk of breach of confidentiality, the research study used a software that allowed subjects to submit the questionnaire anonymously. After the questionnaire was finished, the participant submitted the survey electronically. To minimize the risk of feeling uncomfortable answering the survey questions, the participant had the option to stop answering the questions at any time, skip a question, or choose not to submit answers at the end.

Benefits of this study included increased nutrition knowledge, positive dietary behavioral change and parental influence, improved dietary habits of children and by extension, decreased disease risk, and better quality of life.

### Study Participant

Following announcement of the program to parents and guardians from the schools of UUSD and surrounding communities, a total of twelve parents showed interest in the research study. Of the twelve parents recruited, only five parents consented to be part of the nutrition education program. Of the five official participants, two of them attended the first and second week of the nutrition education sessions. During week three and week four, only one participant attended the nutrition education sessions. As a result, only one parent fully completed the four-week nutrition program, while others partially attended or did not attend at all.



The one participant who completed the nutrition research study is a 50-year-old Hispanic female with two children. The participant indicated that she attended high school and received a high school diploma or equivalent qualification (GED) (*Table 1*).

**Table 1 Demographics (N=1)**

<u><b>Gender</b></u>	<u><b>Age</b></u>	<u><b>Number of Children</b></u>	<u><b>Highest Level of Education</b></u>	<u><b>Ethnic Origin</b></u>
Female	50	2	High School Diploma or equivalent (GED)	Hispanic

## Results

The pre- and post-survey responses of the knowledge and behavior-based questions were compared. Differences in responses were evaluated and categorized as a positive change in knowledge or behavior (highlighted green on table 2), or a reduction in knowledge or behavior (highlighted red on table 2). Areas where there were no knowledge or behavior changes, are highlighted gray on table 2.

### ***Positive Change in Knowledge:***

Results indicated that the nutrition education lessons, helped to increase the nutrition knowledge of the parent who participated in the nutrition education sessions. Evaluation of survey responses revealed positive changes in knowledge on plant-based protein food sources, healthier salt alternatives, and strategies to save time during meal preparation.

As indicated in table 2, pre-survey responses to the question about plant-based proteins were, “lentils” and “black beans”, while post-survey responses were “lentils, black beans”, and “tofu”. The pre-survey response to the question about healthier alternatives to salt was “no salt seasoning blend”, while post-survey responses were, “herbs, onion powder, garlic salt”, and “paprika”. The pre-survey responses to the question on strategies to save time during meal

preparation were meal prep, meal planning and shopping for ingredients a week ahead. Post-survey responses were the same, in addition to prepare recipes with more servings and store extra food.

*(Table 2)*

### ***Reduction in Knowledge***

A reduction in knowledge was observed for the areas which focused on foods with added sugar and practices to help prevent food wastage.

Pre-survey responses to the question on foods with added sugar were “cookies, muffins, juice drinks, hot chocolate, ketchup” and “BBQ sauce”, while post-survey responses were “juice drinks, fruit snacks, ketchup” and “BBQ sauce”. Pre-survey responses for the question on practices to prevent food wastage were, store foods as recommended, freeze extra food for later, proper meal preparation and adequate food portioning, read and use food products before expiration date, follow a grocery shopping list and meal planning. Post-survey responses were “freeze extra food for later use, read and use food products before expiration date”, and “follow a grocery shopping list”. *(Table 2)*

### ***No Change in Knowledge***

There was no change in knowledge for the areas assessed on MyPlate food groups, high fiber foods, health condition that fiber can help, healthy sources of fats and oils, number of calories in two servings of a food product and the ingredient which was highest on a specific ingredients list.

Pre- and post-survey responses for the question on MyPlate food groups were “grains, fruit, dairy, vegetables” and “protein”. Pre- and post-survey responses for the question on high fiber foods were “oatmeal, apple” and “corn”. For the question on a health condition that fiber can help,

the pre-and post-survey response was “constipation”. Pre- and post-survey responses for the question on healthy sources of fats and oils were “olive oil, nuts” and “avocado”. When asked to identify the number of calories in two servings of a given food product, the pre-and post-survey response was “340 calories”. Finally, when asked to identify the ingredient that was highest on a specific food ingredients list, the participant indicated “sugar” on the pre-and post-survey.

### ***Positive Change in Behavior***

Results from the study revealed positive changes in behavior. This was observed for the areas assessed on types of beverages the child or children consumed weekly, and the criteria used to choose vegetables and fruits.

The pre-survey response to the question on types of beverages consumed by child/children weekly was “none”, while post-survey responses were “water” and “sparkling water”. Pre-survey responses for the question on criteria for choosing vegetables and fruits were organic/non-GMO and seasonal, while post-survey responses included these same criteria, in addition to easily accessible.

### ***Reduction in Behavior***

A reduction in behavior was noted after evaluating responses to the questions on types of snacks eaten by the child or children daily, frequency of soda consumption by child or children, preferred oils or fats used in meal preparation, categories looked at when reading food labels and shopping habits.

Pre-survey responses for the area, snacks eaten by child/children daily were “fruits, vegetables, milk, cheese, and/or yogurt” while post-survey responses were “milk, cheese, and/or yogurt”. The pre-survey response to the question on soda consumption frequency by child/children

was “never” while the post-survey response was “once per month”. In response to the question on preferred oils or fats used, the participant indicated, “olive oil, avocado oil, peanut oil, vegetable oil, avocado” and “olives” in the pre-survey, while post-survey responses were “avocado” and “olives” only. Also, in response to the question on categories looked at during label reading, pre-survey responses were “fat, cholesterol, sodium, carbohydrate, added sugar, protein, fiber, vitamins” and “minerals”, while post-survey responses were “fat, cholesterol” and “sodium” only. The last area where a reduction in behavior was seen was for the area on shopping habits. Pre-survey responses were, follow a budget and shop for seasonal fruits and vegetables, while the post-survey response was “compare nutrition facts labels by price” only.

### ***No change in Behavior***

There was no change in behavior for the areas assessed on cups of fruit eaten by child or children daily, cups of vegetables eaten by child/children daily, household items used for food preparation, how often the household eats fried foods, use of low or fat-free dairy, frequency of fast-food consumption by the household, and frequency of food label reading when shopping.

The pre- and post-survey response to the question on cups of fruit eaten by child or children daily was “2 cups”. A pre- and post- survey response of “2 cups” was also indicated for the question on cups of vegetables eaten by child/children daily.

Pre- and post-survey responses for the question on household items used for food preparation were “oregano, cayenne pepper, rosemary, cilantro, paprika, cumin, garlic powder, and/or ginger”. The response indicated on the pre-and post-survey when asked how often the household eats fried foods was “once a week”. When asked about the use of low or fat-free dairy, the pre- and post-survey response was “usually”.

In addition, the participant was asked to indicate how often the household eats fast food. “Once per week” was indicated on the pre-and post-survey. Finally, the pre- and post-survey response to the question on frequency of food label reading when shopping, was “usually”.

**Table 2** Behavioral and Knowledge Based Responses to Nutrition Education Program Survey

<b><u>Knowledge Based Questions</u></b>	<b>Pre-Survey</b>	<b>Post-Survey</b>
Five food groups of MyPlate	<input type="checkbox"/> Grains <input type="checkbox"/> Fruit <input type="checkbox"/> Dairy <input type="checkbox"/> Vegetables <input type="checkbox"/> Protein	<input type="checkbox"/> Grains <input type="checkbox"/> Fruit <input type="checkbox"/> Dairy <input type="checkbox"/> Vegetables <input type="checkbox"/> Protein
Plant-based proteins	<input type="checkbox"/> Lentils <input type="checkbox"/> Black Beans	<input type="checkbox"/> Lentils <input type="checkbox"/> Black Beans <input type="checkbox"/> Tofu
Foods high in fiber	<input type="checkbox"/> Oatmeal <input type="checkbox"/> Apple <input type="checkbox"/> Corn	<input type="checkbox"/> Oatmeal <input type="checkbox"/> Apple <input type="checkbox"/> Corn
Health condition that fiber can help prevent	<input type="checkbox"/> Constipation	<input type="checkbox"/> Constipation
Foods with added sugar	<input type="checkbox"/> Cookies, muffins <input type="checkbox"/> Juice Drinks <input type="checkbox"/> Hot chocolate <input type="checkbox"/> Ketchup, BBQ sauce	<input type="checkbox"/> Juice Drinks <input type="checkbox"/> Fruit snacks <input type="checkbox"/> Ketchup, BBQ sauce
Healthier alternatives to salt	<input type="checkbox"/> No salt seasoning blend	<input type="checkbox"/> Herbs <input type="checkbox"/> Onion powder <input type="checkbox"/> Paprika <input type="checkbox"/> Garlic salt
Healthy sources of fats and oils	<input type="checkbox"/> Olive oil <input type="checkbox"/> Nuts <input type="checkbox"/> Avocado	<input type="checkbox"/> Olive oil <input type="checkbox"/> Nuts <input type="checkbox"/> Avocado
Calculate the number of calories in two servings of (food label given)	<input type="checkbox"/> 340 calories	<input type="checkbox"/> 340 calories
Ingredient that makes up most of the food product (ingredient list given)	<input type="checkbox"/> Sugar	<input type="checkbox"/> Sugar

Practices to help prevent food wastage	<input type="checkbox"/> Store foods as recommended <input type="checkbox"/> Freeze extra food for later <input type="checkbox"/> Proper meal preparation and adequate food portioning <input type="checkbox"/> Read and use food products before expiration date <input type="checkbox"/> Follow a grocery shopping list <input type="checkbox"/> Meal Planning	<input type="checkbox"/> Freeze extra food for later use <input type="checkbox"/> Read and use food products before expiration date <input type="checkbox"/> Follow a grocery shopping list
Strategies to save time during meal preparation	<input type="checkbox"/> Meal Prep <input type="checkbox"/> Meal planning <input type="checkbox"/> Shopping for ingredients a week ahead	<input type="checkbox"/> Prepare recipes with more servings and store extra food <input type="checkbox"/> Meal Prep <input type="checkbox"/> Meal planning <input type="checkbox"/> Shopping for ingredients a week ahead
<b><u>Behavioral Based Questions</u></b>	<b>Pre-Survey</b>	<b>Post-Survey</b>
Snacks eaten by child/children daily.	<input type="checkbox"/> Fruits and vegetables <input type="checkbox"/> Milk, cheese and/or yogurt	<input type="checkbox"/> Milk, cheese, and/or yogurt
Cups of fruit eaten by child/children daily.	<input type="checkbox"/> 2 cups	<input type="checkbox"/> 2 cups
Cups of vegetables eaten by child/children daily.	<input type="checkbox"/> 2 cups	<input type="checkbox"/> 2 cups
Soda consumption frequency by child/children	<input type="checkbox"/> Never	<input type="checkbox"/> Once a month
Type of beverages consumed by child /children weekly.	<input type="checkbox"/> None	<input type="checkbox"/> Water, sparkling water
Household items used for food preparation.	<input type="checkbox"/> Oregano, cayenne pepper, rosemary, cilantro, paprika,	<input type="checkbox"/> Oregano, cayenne pepper, rosemary, cilantro, paprika,

	cumin, garlic powder, and/or ginger	cumin, garlic powder, and/or ginger
How often household eats fried food.	<input type="checkbox"/> Once a week	<input type="checkbox"/> Once a week
How often household chooses low fat or fat free dairy	<input type="checkbox"/> Usually	<input type="checkbox"/> Usually
How often household eats fast food	<input type="checkbox"/> Once a week	<input type="checkbox"/> Once a week
Preferred oils or fats used in meal preparation	<input type="checkbox"/> Oils: Olive, avocado, peanut, vegetable <input type="checkbox"/> Fats: Avocado, olives	<input type="checkbox"/> Fats: Avocado, olives
How often you read food labels when shopping.	<input type="checkbox"/> Usually	<input type="checkbox"/> Usually
Categories looked at when reading food labels	<input type="checkbox"/> Fat, cholesterol <input type="checkbox"/> Sodium <input type="checkbox"/> Carbohydrate, added sugar <input type="checkbox"/> Protein <input type="checkbox"/> Fiber <input type="checkbox"/> Vitamins, minerals	<input type="checkbox"/> Fat, cholesterol <input type="checkbox"/> Sodium
Shopping habits	<input type="checkbox"/> Follow a budget <input type="checkbox"/> Shop for seasonal fruits and vegetables	<input type="checkbox"/> Compare nutrition facts labels by price
Criteria for choosing vegetables and fruits	<input type="checkbox"/> Organic/Non-GMO <input type="checkbox"/> Seasonal	<input type="checkbox"/> Seasonal <input type="checkbox"/> Easily accessible <input type="checkbox"/> Organic/Non-GMO

*Green: Positive change in knowledge/behavior*

*Red: Reduction in knowledge/behavior*

*Gray: No change in knowledge/behavior*

## Discussion

Nutrition education is important to increasing the knowledge of parents and guardians while enabling them to independently make nutritious food choices for themselves and their children. This study revealed that four, 1-hour weekly nutrition education sessions may increase

nutrition knowledge of parents and guardians in areas such as plant-based protein options, healthier alternatives to salt and strategies for meal preparation. In addition, increased changes in nutrition behavior may occur, specifically in the selection of fruit and vegetables and types of beverages consumed.

These findings are similar to those of Black et al. which showed that family-based nutrition programs led to increase dietary behavior changes, by means of a reduction in dietary fat intake and increased fruit and vegetable consumption.<sup>13</sup> This present study showed an increase in dietary behavior change, but in other areas such as, fruit and vegetable selection and beverage consumption.

With respect to the program duration, the findings of this current study differed to that of Murimi et al.<sup>14</sup> Their study found a nutrition education period of  $\geq 6$  months to be effective.<sup>14</sup> However, results from this current study indicated that a 1-hour nutrition education session for a period of four weeks may be effective. Compared to the 5-week web-based DELISH study, this 4-week school supported online nutrition education program showed a closer alignment in program structure and effectiveness, as it showed that an online program with a shorter duration may still be effective.<sup>15</sup>

Among the studies, there is a reoccurring principle, that there may be an increase in overall nutrition knowledge and behavior change following a structured nutrition education program that is family-based and/or parent-focused.

### Limitations

Despite making considerable effort to have 100 parents and guardians enrolled in this study, only one person completed the research study. It is felt that this limitation hindered the



ability to see the full impact of the nutrition education series, had it been undertaken with the anticipated 100 participants. This activity is not the only one with low parent and guardian participation. The school district which supported this initiative, also reported low parent responses and participation in school-initiated activities during this period. It is also believed that the low participation observed, was a result of challenges encountered by parents and guardians during the COVID-19 pandemic. The impact of the COVID-19 pandemic resulted in many persons working from at home, and parents or guardians supporting their children through online distance learning. This was thought to lead to “Zoom fatigue”. Having the nutrition education sessions during dinner time was also seen as a limitation of this study.

Another possible limitation was the method used to obtain feedback about knowledge and behavioral change. Upon reflection, the involvement of a trained nutrition professional who can probe and clarify questions in the pre- and post-survey, to obtain more meaningful responses before and after the study, might have been more helpful, considering the challenges associated with the COVID-19 pandemic. It is felt that leaving completion of the surveys up to the subject only, does not allow for thoroughness in completion, particularly if the individual is rushed, tired or busy as many parents are during the current COVID-19 pandemic.

Future research is therefore needed to explore the likelihood of greater impact with more participation from parents and guardians. In addition, it would be interesting to see if professional involvement in obtaining responses would provide additional clarity about the responses, and more information on the program’s impact. Future studies in this area should also explore program times outside of the family dinner time period.

## Conclusion

The findings of this research indicate that a four-week school supported nutrition education program providing instruction on “Overview of MyPlate”, “Facts about Sugar, Salt and Fat,” “Reading Food Labels”, and “Healthy Eating on a Budget” was effective and may increase nutrition knowledge of parents and guardians, as well as facilitate change in dietary behavior. Dietary changes are not only limited to the specific individuals involved in the program. In addition, parents and guardians who implement nutrition knowledge to create healthful habits may also indirectly improve the health of their child or children, as they too make better dietary choices and form healthful habits which could impact other aspects of their life. It is anticipated that this positive impact could potentially afford them a better quality of life in the years to come.

Future research is also needed to determine if greater participation by parents/guardians, including children along with their parents or guardians during the education sessions, allowance for greater professional involvement, and offering the program outside of dinner time, could enhance the impact observed, and further advance the work of the nutrition profession.

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## Appendix

### English Handouts



United States Department of Agriculture

**10  
tips**  
Nutrition  
Education Series



**MyPlate**  
**MyWins**

Based on the  
Dietary  
Guidelines  
for Americans

## Choose MyPlate

Use **MyPlate** to build your healthy eating style and maintain it for a lifetime. Choose foods and beverages from each MyPlate food group. Make sure your choices are limited in sodium, saturated fat, and added sugars. Start with small changes to make healthier choices you can enjoy.

**1**

### Find your healthy eating style

Creating a healthy style means regularly eating a variety of foods to get the nutrients and calories you need. MyPlate's tips help you create your own healthy eating solutions—"MyWins."

**2**

### Make half your plate fruits and vegetables

Eating colorful fruits and vegetables is important because they provide vitamins and minerals and most are low in calories.

**3**

### Focus on whole fruits

Choose whole fruits—fresh, frozen, dried, or canned in 100% juice. Enjoy fruit with meals, as snacks, or as a dessert.



**4**

### Vary your veggies

Try adding fresh, frozen, or canned vegetables to salads, sides, and main dishes. Choose a variety of colorful vegetables prepared in healthful ways: steamed, sauteed, roasted, or raw.



**5**

### Make half your grains whole grains

Look for whole grains listed first or second on the ingredients list—try oatmeal, popcorn, whole-grain bread, and brown rice. Limit grain-based desserts and snacks, such as cakes, cookies, and pastries.



**6**

### Move to low-fat or fat-free milk or yogurt

Choose low-fat or fat-free milk, yogurt, and soy beverages (soymilk) to cut back on saturated fat. Replace sour cream, cream, and regular cheese with low-fat yogurt, milk, and cheese.



**7**

### Vary your protein routine

Mix up your protein foods to include seafood, beans and peas, unsalted nuts and seeds, soy products, eggs, and lean meats and poultry. Try main dishes made with beans or seafood like tuna salad or bean chili.



**8**

### Drink and eat beverages and food with less sodium, saturated fat, and added sugars

Use the Nutrition Facts label and ingredients list to limit items high in sodium, saturated fat, and added sugars. Choose vegetable oils instead of butter, and oil-based sauces and dips instead of ones with butter, cream, or cheese.



**9**

### Drink water instead of sugary drinks

Water is calorie-free. Non-diet soda, energy or sports drinks, and other sugar-sweetened drinks contain a lot of calories from added sugars and have few nutrients.

**10**

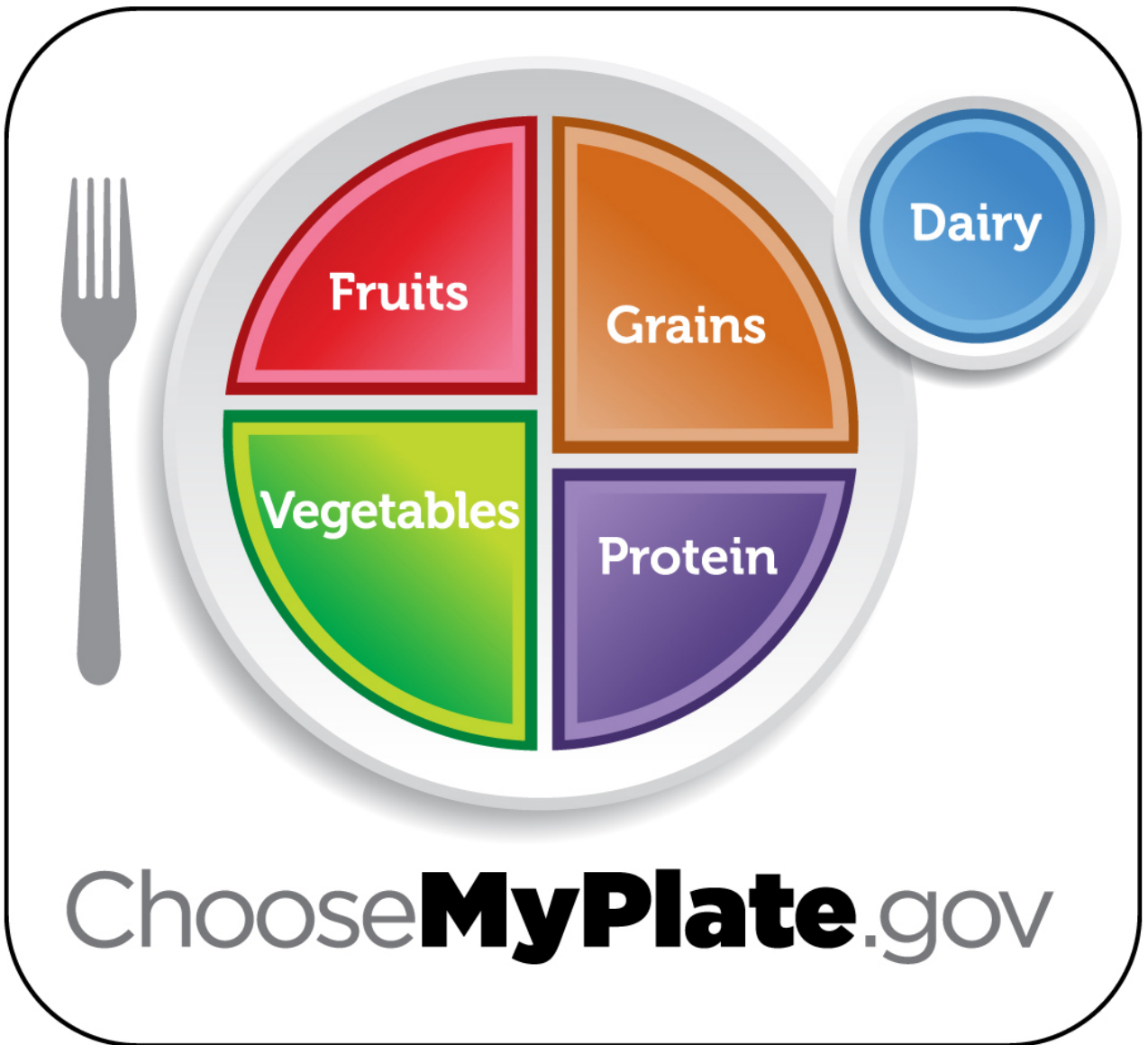
### Everything you eat and drink matters

The right mix of foods can help you be healthier now and into the future. Turn small changes into your "MyPlate, MyWins."

Center for Nutrition Policy and Promotion  
USDA is an equal opportunity provider, employer, and lender.

Go to [ChooseMyPlate.gov](http://ChooseMyPlate.gov)  
for more information.

DG TipSheet No. 1  
June 2011  
Revised October 2016





**DIETARY  
GUIDELINES  
FOR AMERICANS  
2015-2020  
EIGHTH EDITION**

# How to Build a Healthy Eating Pattern

**There are many different ways to eat healthy. You can eat healthy in a way that works for you and your family. Healthy eating can fit all tastes and traditions — and can be affordable, too.**

The key is to build a healthy eating pattern, which means choosing a variety of nutritious foods in the right amounts for you — and making these choices part of your everyday routine.

Follow these tips — based on the *2015–2020 Dietary Guidelines for Americans* — for making choices that can help you reach or keep a healthy body weight, get the nutrients you need, and lower your risk of health problems like heart disease, type 2 diabetes, and some types of cancers.

## Get a variety of nutritious foods and beverages.

Eating a variety of foods and beverages is important. It helps you get the range of nutrients you need to be healthy.

- **Eat a mix of foods across all food groups.**

Choose foods and beverages from all food groups — vegetables, fruits, grains, dairy, and proteins — not just 1 or 2 of them.



Vegetables



Fat-free and low-fat dairy, including milk, yogurt, cheese, and fortified soy beverages



Fruits, especially whole fruits



Protein foods, like seafood, lean meats and poultry, eggs, legumes (beans and peas), nuts, seeds, and soy products



Grains, especially whole grains

- **Eat a mix of foods within each food group.**

For example, each week try eating several types of vegetables, including dark green, red and orange, starchy ones, legumes, and others. Switch up the protein foods you eat, too — for example, consider fish, black beans, and peanut butter, not just lean meats and poultry.

## Try to eat and drink the right amounts for you.

How many calories you need to eat depends on your age, sex, height, weight, and how active you are. Use the MyPlate Daily Checklist at [www.choosemyplate.gov/calculator](http://www.choosemyplate.gov/calculator) to find a plan that is right for you.

## Limit foods and beverages higher in saturated fats, added sugars, and sodium.

Aim to get:

- **Less than 10% of calories each day from saturated fats**

Foods higher in saturated fats include butter, cheese, whole milk, meats higher in fat (like beef ribs, sausage, and some processed meats), poultry skin, and tropical oils like coconut and palm oil. Instead, go for foods with unsaturated fats — like seafood, avocados, most nuts, and canola or olive oil.

- **Less than 10% of calories each day from added sugars**

Added sugars are syrups or other sweeteners with calories that are added to foods and drinks when they're being made or prepared. Stick mostly to foods and drinks with naturally occurring sugars — like ones in unflavored milk and fruits — or no sugar at all. Choose water instead of sugary drinks and limit sweet treats like cake, cookies, brownies, and candy.

- **Less than 2,300 milligrams of sodium each day for adults and children ages 14 and up (less for younger children)**

Sodium comes from table salt — but most of the sodium we eat comes from foods that are packaged or served in restaurants. When buying foods in the store, check the Nutrition Facts label and choose the option with the lowest amount of sodium. To cut down on sodium, cook more at home or ask not to have salt added to your meal when eating out.

### Small changes = big benefits

Small *shifts* in your daily eating habits can improve your health over the long run. For example, try swapping out white bread for whole-wheat bread and reach for a handful of nuts instead of potato chips.



## Stick with it.

A lifetime of healthy eating can help prevent health problems like obesity, heart disease, type 2 diabetes, and some types of cancer. Think of every day and meal as an opportunity to make a healthy choice.

Want to learn more about how to find a healthy eating pattern that works for you?

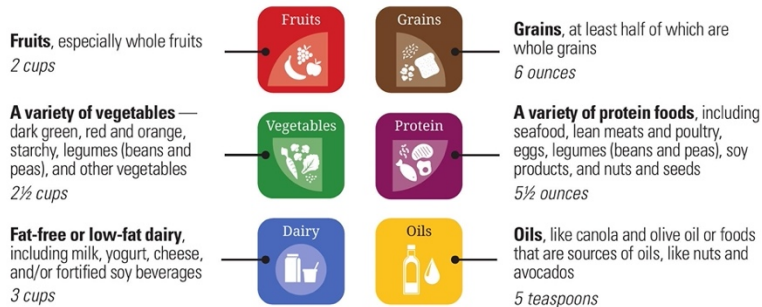
Check out [DietaryGuidelines.gov](http://DietaryGuidelines.gov) for more information on the *Dietary Guidelines* and find recipes for healthy meals at [www.whatscooking.fns.usda.gov/](http://www.whatscooking.fns.usda.gov/).



## What's in a Healthy Eating Pattern?

The 2015–2020 *Dietary Guidelines* has recommendations for a healthy eating pattern.

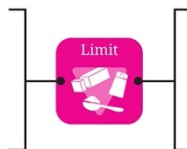
For someone who needs 2,000 calories a day, a healthy eating pattern includes:



And it has limits on:

**Saturated and trans fats** — limit saturated fats to less than 10% of daily calories and keep *trans* fat intake as low as possible

**Added sugars** — limit to less than 10% of daily calories



**Sodium** — limit to less than 2,300 mg a day for adults and children 14 years and up (less for younger children)

A variety of meals and snacks can fit within healthy eating patterns. Many meals have several food groups within one dish. Check out these examples.

### Taco salad



½ cup avocado			2 ounces tortilla chips
1 tsp lime juice			
1 cup chopped lettuce			2 ounces cooked ground turkey
2 Tbsp salsa			
½ ounce low-fat cheddar cheese			2 tsp corn oil for cooking turkey

### Tofu-vegetable stir-fry
















¼ cup pineapple			1 cup cooked brown rice (2 ounces dry)
½ cup chopped Chinese cabbage			
¼ cup sliced bamboo shoots			4 ounces firm tofu
¼ cup chopped sweet red and green peppers			
1 cup fortified soy beverage			1 Tbsp canola oil for cooking stir-fry

### Tuna salad sandwich



1 medium peach			2 slices whole-wheat bread
1 Tbsp chopped celery			
½ cup shredded lettuce			2 ounces canned tuna
1 cup fat-free milk			1 Tbsp mayonnaise

# Choose health. Drink water.

Drink, Calories and Container Size (fluid ounces)	Teaspoons of Sugar per Container Size	Minutes of Brisk Walking to Burn Off the Drink (walking at 3.5 mph)
 <b>Soda</b> <b>227 calories</b> 20 fl. oz.	<b>14 tsp</b> 	<b>49 min.</b> 
 <b>Sports Drink</b> <b>125 calories</b> 20 fl. oz.	<b>9 tsp</b> 	<b>27 min.</b> 
 <b>Energy Drink</b> <b>240 calories</b> 16 fl. oz.	<b>15 tsp</b> 	<b>52 min.</b> 
 <b>Juice Drink</b> <b>305 calories</b> 20 fl. oz.	<b>17 tsp</b> 	<b>66 min.</b> 
 <b>Fruit-flavored Soda</b> <b>165 calories</b> 12.5 fl. oz.	<b>11 tsp</b> 	<b>36 min.</b> 
 <b>Vitamin-added Water</b> <b>125 calories</b> 20 fl. oz.	<b>8 tsp</b> 	<b>27 min.</b> 
 <b>Sweetened Tea</b> <b>213 calories</b> 20 fl. oz.	<b>14 tsp</b> 	<b>46 min.</b> 
 <b>Water</b> <b>0 calories</b> 20 fl. oz.	<b>0 tsp</b> 	<b>0 min.</b> 

**Note:** Walking times are based on the average calorie expenditure for a 154-pound individual walking at 3.5 mph (280 calories/hour). Calories burned per hour will be higher for persons who weigh more than 154 pounds and lower for persons who weigh less. Teaspoons of sugar are rounded to the nearest whole number. All walking times are rounded up to the next whole number.

United States Department of Health and Human Services, U.S. Department of Agriculture. Dietary Guidelines for Americans, 2005, Table 4, Calories/Hour Expended in Common Physical Activities. <http://www.health.gov/dietaryguidelines/dga2005/document/html/chapter3.htm>. Accessed May 15, 2012.

**rethink**  
YOUR DRINK

This material was produced by the California Department of Public Health's Nutrition Education and Obesity Prevention Branch with funding from USDA SNAP-Ed, known in California as CalFresh. These institutions are equal opportunity providers and employers. CalFresh provides assistance to low-income households and can help buy nutritious food for better health. For CalFresh information, call 1-877-847-3663. For important nutrition information, visit [www.CalChampionsforChange.net](http://www.CalChampionsforChange.net).



SDPH-556/Rev. 03/14



## Understanding and Using the Nutrition Facts Label



The **Nutrition Facts** label found on packaged foods and beverages is your **daily tool** for making informed food choices that contribute to healthy lifelong healthy eating habits.

<b>Nutrition Facts</b>	
4 servings per container	
<b>Serving size 1 1/2 cup (208g)</b>	
Amount per serving	
<b>Calories</b>	<b>240</b>
% Daily Value*	
<b>Total Fat</b> 4g	<b>5%</b>
Saturated Fat 1.5g	<b>8%</b>
Trans Fat 0g	
<b>Cholesterol</b> 5mg	<b>2%</b>
<b>Sodium</b> 430mg	<b>19%</b>
<b>Total Carbohydrate</b> 46g	<b>17%</b>
Dietary Fiber 7g	<b>25%</b>
Total Sugars 4g	
Includes 2g Added Sugars	<b>4%</b>
<b>Protein</b> 11g	
Vitamin D 2mcg	10%
Calcium 260mg	20%
Iron 6mg	35%
Potassium 240mg	6%

\* The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.

**Servings Per Container** shows the **total number of servings** in the entire food package or container. One package of food may contain more than one serving.

**Serving Size** is based on the **amount of food that is customarily eaten at one time** and is not a recommendation of how much to eat. The nutrition information listed on the label is usually based on one serving of the food; however, some containers may also have information displayed per package.

**Calories** refer to the **total number of calories** in a serving of the food. To achieve or maintain a healthy body weight, balance the number of calories you eat and drink with the number of calories your body uses. 2,000 calories a day is used as a general guide for nutrition advice. Learn your number at [www.choosemyplate.gov/resources/MyPlatePlan](http://www.choosemyplate.gov/resources/MyPlatePlan).

### As a general guide:

- **100 calories** per serving of an individual packaged food is considered **moderate**
- **400 calories** or more per serving of an individual packaged food is considered **high**

**Nutrients to get less of: saturated fat, sodium, and added sugars.** Compare and choose foods to get less than 100% DV of these nutrients each day.

**Nutrients to get more of: dietary fiber, vitamin D, calcium, iron, and potassium.** Compare and choose foods to get 100% DV of these nutrients on most days.

**% Daily Value (%DV)** shows **how much of a nutrient in a serving of the food contributes to a total daily diet**. Use %DV to determine if a serving of the food is high or low in an individual nutrient and to compare food products (remember to make sure the serving size is the same).

### As a general guide:

- **5% DV** or less of a nutrient per serving is considered **low**
- **20% DV** or more of a nutrient per serving is considered **high**

## Nutrients

The Nutrition Facts label can help you **learn about, compare, and monitor the nutrients** in many foods in your diet.



**FDA U.S. FOOD & DRUG ADMINISTRATION**

[www.fda.gov/nutritioneducation](http://www.fda.gov/nutritioneducation)

Interactive Nutrition Facts Label • March 2020  
Understanding and Using the Nutrition Facts Label 1





## Action Steps For a Healthy Diet



Use the Nutrition Facts label and other parts of the food label to help you make healthy food choices.

- **Eat a variety of colorful vegetables** (fresh, frozen, canned, and dried) and 100% vegetable juices. Buy frozen (without butter or sauce) and low sodium or no-salt-added canned vegetables. Try vegetables as snacks, salads, side dishes, and as part of main dishes.

- **Focus on whole fruits** (fresh, frozen, dried, and canned in 100% fruit juice). Try fruits as snacks and desserts and add fruits to salads and side dishes. Use fruit to top foods like cereal, pancakes, and yogurt instead of other sweet toppings.

- **Make at least half your grains whole grains.** Look for foods with a whole grain listed as the first or second grain ingredient after water. Try whole grains (such as brown rice, couscous, and quinoa) as side dishes and switch from refined to whole grain versions of commonly consumed foods (such as breads, cereals, pasta, and rice). Limit refined grains and products made with refined grains, especially those high in calories, saturated fat, added sugars, and/or sodium (such as cakes, cookies, chips, and crackers).

- **Vary your protein routine.** Try beans and peas, fat-free or 1% low-fat dairy products, eggs, lean meats and poultry, seafood, soy products, nuts, and seeds. Choose seafood and plant sources of protein (such as soy products, beans, peas, and unsalted nuts and seeds) in place of some meats and poultry. Add beans or peas to salads, soups, and side dishes—or serve them as a main dish. Try a small handful of unsalted nuts or seeds as snacks.

- **Substitute fat-free or 1% low-fat dairy products** (such as milk, cheese, and yogurt) and fortified plant-based beverages (such as soy, rice, and almond) for whole and 2% reduced-fat dairy products. Limit dairy desserts that are high in calories, saturated fat, and added sugars (such as ice cream, other frozen desserts, and puddings).

- **Limit saturated fat, sodium, and added sugars.** Choose fresh meats, poultry, and seafood, rather than processed. Switch from stick margarine to soft margarine (liquid, spray, or tub). Look for light, low sodium, reduced sodium, or no-salt-added versions of packaged foods, snacks, and condiments. Limit baked goods, desserts, sweets, and snack foods (such as cakes, cookies, ice cream, chocolate candies, chips, and microwave popcorn). Consume smaller portions of foods and beverages that are higher in saturated fat, sodium, and/or added sugars, or consume them less often.

### Helpful Meal Preparation Tips

- Try baking, broiling, grilling, or steaming. These cooking methods do not add extra calories.
- Trim or drain fat from meats before or after cooking and remove poultry skin before eating.
- Cook and bake with liquid oils (such as canola and olive oil) instead of solid fats (such as butter and shortening).
- Prepare your own food when you can and limit packaged sauces and flavored products (such as rice and pasta mixes).
- Limit the amount of salt and sugar you add when cooking, baking, or eating.
- Flavor foods with herbs and spices and no-salt seasoning instead of salt.
- Rinse sodium-containing canned foods, such as tuna, vegetables, and beans before eating.
- When eating out, ask how your food is being prepared. You can also ask if nutrition information is available to help you make informed choices.



United States Department of Agriculture

**10  
tips**  
Nutrition  
Education Series



**MyPlate  
MyWins**

Based on the  
**Dietary  
Guidelines  
for Americans**

## Eating better on a budget

**Get the most for your budget!** There are many ways to save money on the foods that you eat. The three main steps are planning before you shop, purchasing the items at the best price, and preparing meals that stretch your food dollars.

### 1 Plan, plan, plan!

Before you head to the grocery store, plan your meals for the week. Include meals like stews, casseroles, or soups, which “stretch” expensive items into more portions. Check to see what foods you already have and make a list for what you need to buy.



### 2 Get the best price

Check the local newspaper, online, and at the store for sales and coupons. Ask about a loyalty card for extra savings at stores where you shop. Look for specials or sales on meat and seafood—often the most expensive items on your list.

### 3 Compare and contrast

Locate the “Unit Price” on the shelf directly below the product. Use it to compare different brands and different sizes of the same brand to determine which is the best buy.

### 4 Buy in bulk

It is almost always cheaper to buy foods in bulk. Smart choices are large containers of low-fat yogurt and large bags of frozen vegetables. Before you shop, remember to check if you have enough freezer space.



### 5 Buy in season

Buying fruits and vegetables in season can lower the cost and add to the freshness! If you are not going to use them all right away, buy some that still need time to ripen.

### 6 Convenience costs... go back to the basics

Convenience foods like frozen dinners, pre-cut fruits and vegetables, and take-out meals can often cost more than if you were to make them at home. Take the time to prepare your own—and save!

### 7 Easy on your wallet

Certain foods are typically low-cost options all year round. Try beans for a less expensive protein food. For vegetables, buy cabbage, sweet potatoes, or low-sodium canned tomatoes. As for fruits, apples and bananas are good choices.



### 8 Cook once...eat all week!

Prepare a large batch of favorite recipes on your day off (double or triple the recipe). Freeze in individual containers. Use them throughout the week and you won't have to spend money on take-out meals.

### 9 Get creative with leftovers

Spice up your leftovers—use them in new ways. For example, try leftover chicken in a stir-fry, over a garden salad, or in chili. Remember, throwing away food is throwing away your money!

### 10 Eating out

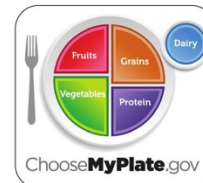
Restaurants can be expensive. Save money by getting the early bird special, going out for lunch instead of dinner, or looking for “2 for 1” deals. Ask for water instead of ordering other beverages, which add to the bill.



**10  
tips**  
Nutrition  
Education Series

# be a healthy role model for children

## 10 tips for setting good examples



**You are the most important influence on your child.** You can do many things to help your children develop healthy eating habits for life. Offering a variety of foods helps children get the nutrients they need from every food group. They will also be more likely to try new foods and to like more foods. When children develop a taste for many types of foods, it's easier to plan family meals. Cook together, eat together, talk together, and make mealtime a family time!

### 1 show by example

Eat vegetables, fruits, and whole grains with meals or as snacks. Let your child see that you like to munch on raw vegetables.

### 2 go food shopping together



Grocery shopping can teach your child about food and nutrition. Discuss where vegetables, fruits, grains, dairy, and protein foods come from. Let your children make healthy choices.

### 3 get creative in the kitchen

Cut food into fun and easy shapes with cookie cutters. Name a food your child helps make. Serve "Janie's Salad" or "Jackie's Sweet Potatoes" for dinner. Encourage your child to invent new snacks. Make your own trail mixes from dry whole-grain, low-sugar cereal and dried fruit.

### 4 offer the same foods for everyone

Stop being a "short-order cook" by making different dishes to please children. It's easier to plan family meals when everyone eats the same foods.



### 5 reward with attention, not food

Show your love with hugs and kisses. Comfort with hugs and talks. Choose not to offer sweets as rewards. It lets your child think sweets or dessert foods are better than other foods. When meals are not eaten, kids do not need "extras"—such as candy or cookies—as replacement foods.

### 6 focus on each other at the table

Talk about fun and happy things at mealtime. Turn off the television. Take phone calls later. Try to make eating meals a stress-free time.



### 7 listen to your child

If your child says he or she is hungry, offer a small, healthy snack—even if it is not a scheduled time to eat. Offer choices. Ask "Which would you like for dinner: broccoli or cauliflower?" instead of "Do you want broccoli for dinner?"

### 8 limit screen time

Allow no more than 2 hours a day of screen time like TV and computer games. Get up and move during commercials to get some physical activity.

### 9 encourage physical activity

Make physical activity fun for the whole family. Involve your children in the planning. Walk, run, and play with your child—instead of sitting on the sidelines. Set an example by being physically active and using safety gear, like bike helmets.



### 10 be a good food role model

Try new foods yourself. Describe its taste, texture, and smell. Offer one new food at a time. Serve something your child likes along with the new food. Offer new foods at the beginning of a meal, when your child is very hungry. Avoid lecturing or forcing your child to eat.

## Spanish Handouts



United States Department of Agriculture

**10**  
**consejos**  
Serie  
de Educación  
en Nutrición



**MiPlato**  
**MisVictorias**

Basado en las  
Guías  
Alimentarias  
para los  
Estadounidenses

## Elija MiPlato

Use MiPlato para construir su estilo de alimentación saludable y mantenerlo durante toda la vida. Elija alimentos y bebidas de cada grupo de alimentos MiPlato. Asegúrese de que sus opciones sean limitadas en sodio, grasas saturadas y azúcares añadidos. Comience con pequeños cambios para tomar decisiones más saludables que pueda disfrutar.

**1** Encuentre su estilo de alimentación saludable  
Crear un estilo saludable significa comer con regularidad una variedad de alimentos para obtener los nutrientes y las calorías que necesita. Los consejos de MiPlato le ayudan a crear sus propias soluciones de alimentación saludable—"MisVictorias."

**2** Llene la mitad de su plato con frutas y vegetales  
Comer frutas y vegetales de colores variados es importante porque aportan vitaminas y minerales y la mayoría son bajas en calorías.

**3** Enfóquese en las frutas enteras  
Elija frutas enteras frescas, congeladas, secas o enlatadas en jugo 100%. Disfrute de la fruta con las comidas, como bocadillos o como postre.



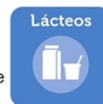
**4** Varíe sus vegetales  
Trate de agregar vegetales frescos, congelados o enlatados a ensaladas, acompañamientos y platos principales. Elija una variedad de vegetales de colores diferentes preparados de maneras saludables: al vapor, salteados, asados o crudos.



**5** Que la mitad de sus granos sean integrales  
Busque granos enteros que figuren en el primer o segundo lugar de la lista de ingredientes: pruebe avena, palomitas de maíz, pan integral y arroz integral. Limite los pasteles y bocadillos a base de granos, como pasteles, galletas y hojaldres.



**6** Cambie a yogur o leche semidesnatada o desnatada  
Elija leche, yogur y bebidas de soja (leche de soja) bajos en grasa o sin grasa para reducir la grasa saturada. Sustituya la crema agria, la crema y el queso regular con yogur, leche y queso bajos en grasa.



**7** Varíe su rutina de proteínas  
Mezcle sus alimentos de proteína para incluir mariscos, frijoles y guisantes, frutos secos y semillas sin sal, productos de soja, huevos y carnes magras y aves de corral. Pruebe platos principales hechos con frijoles o mariscos como ensalada de atún o chile de frijoles.



**8** Beba y coma bebidas y alimentos con menos sodio, menos grasas saturadas y menos azúcares añadidos  
Use la etiqueta de información nutricional y la lista de ingredientes para limitar los elementos con alto contenido de sodio, grasas saturadas y azúcares añadidos. Elija aceites vegetales en lugar de mantequilla, y salsas a base de aceite y salsas para untar en lugar de las que tienen mantequilla, crema o queso.



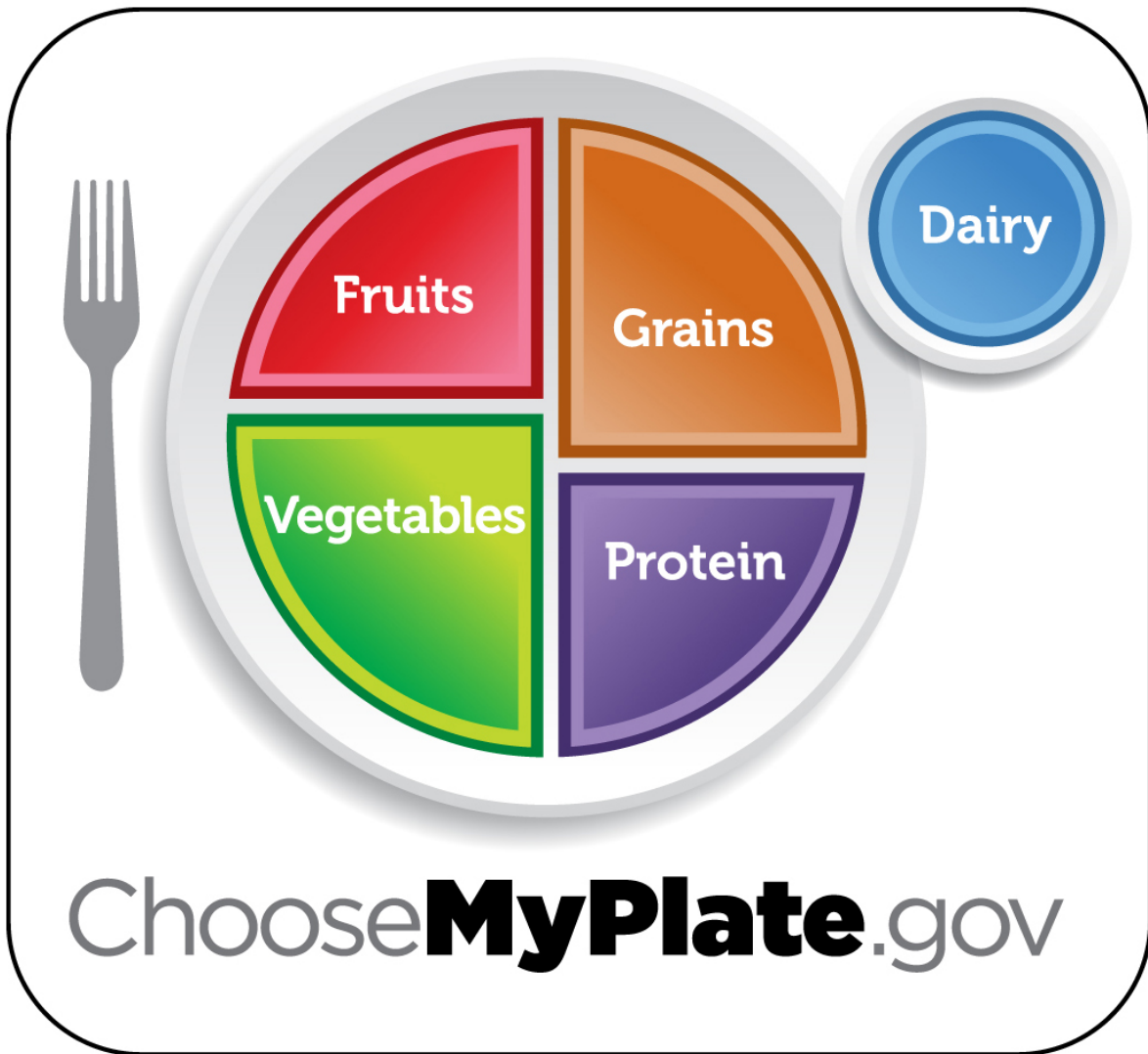
**9** Beba agua en lugar de bebidas azucaradas  
El agua no tiene calorías. Los refrescos regulares, energéticos o deportivos y otras bebidas azucaradas contienen una gran cantidad de calorías de azúcares añadidos y tienen pocos nutrientes.

**10** Todo lo que come y bebe es importante  
La combinación correcta de alimentos puede ayudarlo a estar más saludable ahora y en el futuro. Convierta los pequeños cambios en su "MiPlato, MisVictorias."

Center for Nutrition Policy and Promotion  
El USDA es un proveedor, empleador y prestamista  
que ofrece igualdad de oportunidades.

Visite [ChooseMyPlate.gov](http://ChooseMyPlate.gov)  
para obtener más información.

DG TipSheet No. 1  
Junio 2011  
Revisado Octubre 2016







**PAUTAS  
ALIMENTARIAS**  
PARA ESTADOUNIDENSES  
**2015-2020**  
**OCTAVA EDICIÓN**

## Cómo crear un patrón de alimentación saludable

**Hay muchas formas diferentes de comer una alimentación saludable. Usted puede hacerlo en una forma que dé resultado para usted y su familia. Comer una alimentación saludable puede adaptarse a todos los gustos y las tradiciones, y puede lograrse además de una manera económica.**

La clave está en crear un patrón de alimentación saludable. Eso significa elegir una variedad de alimentos nutritivos en las cantidades adecuadas para usted, y lograr que formen parte de sus costumbres diarias.

Los siguientes consejos se basan en las *Pautas Alimentarias para los Estadounidenses, 2015-2020*. Póngalos en práctica para elegir alimentos que le ayuden a lograr o mantener un peso saludable, a recibir los nutrientes que necesita, y a reducir el riesgo de sufrir problemas de salud, como enfermedades del corazón, diabetes tipo 2 y algunos tipos de cáncer.

### Elija alimentos y bebidas nutritivos y variados.

Es importante consumir una variedad de alimentos y bebidas. Así se obtiene toda la gama de nutrientes que se necesitan para gozar de buena salud.

- **Coma una mezcla de alimentos que pertenezcan a todos los grupos**

Elija alimentos y bebidas de todos los grupos (verduras, frutas, granos, productos lácteos y proteínas), no solo de uno o dos.



Verduras



Frutas, especialmente frutas sin procesar



Granos, especialmente granos integrales



Productos lácteos descremados o semidescremados, entre ellos la leche, el yogur, el queso y las bebidas enriquecidas de soya



Alimentos que contengan proteínas, como pescado, mariscos, carnes magras, aves, huevos, legumbres (frijoles y arvejas), frutos secos, semillas y productos derivados de la soya

- **Coma una mezcla de alimentos de cada grupo**

Por ejemplo, cada semana trate de comer varios tipos de verduras, entre ellas, verduras de color verde oscuro, rojo y anaranjado, hortalizas ricas en almidón, legumbres, etc. Alterne los alimentos que contienen proteínas. Por ejemplo, no coma solo carnes magras y aves, sino que contemple la posibilidad de comer además pescado, frijoles negros y mantequilla de cacahuete (maní).

## Trate de comer y de tomar líquidos en la cantidad adecuada.

La cantidad de calorías que usted debe consumir depende de su edad, sexo, estatura, peso y nivel de actividad física. En la Lista Diaria de MiPlato, que puede consultar en <https://www.choosemyplate.gov/myplate-daily-checklist-input> (en inglés) hallará un plan adecuado para usted.

## Limite los alimentos y las bebidas que contengan más grasas saturadas, azúcares agregados y sodio.

Trate de lograr lo siguiente:

- **Menos del 10 % de las calorías que consume cada día deben provenir de grasas saturadas**

Entre los alimentos que contienen más grasas saturadas se cuentan la mantequilla, el queso, la leche entera, las carnes más grasosas (como costillas de res, salchichas y algunas carnes procesadas), la piel de las aves y los aceites tropicales, como el aceite de coco y el aceite de palma. Elija en cambio alimentos que contengan grasas insaturadas, como el pescado, los mariscos, el aguacate, la mayoría de los frutos secos y los aceites de oliva y colza (*canola*).

- **Menos del 10 % de las calorías que consume cada día deben provenir de azúcares añadidos**

Los azúcares añadidos son los siropes y otros endulzantes que contienen calorías, y que se agregan a los alimentos y las bebidas durante la producción o preparación. Límitese principalmente a alimentos y bebidas que contengan azúcares naturales, como la leche sin sabores artificiales y las frutas, o que no contengan azúcar. Prefiera el agua a las bebidas azucaradas y limite el consumo de golosinas, como pasteles, galletas, bizcochos de chocolate y dulces.

- **Consuma menos de 2300 miligramos diarios de sodio (esta es la pauta para adultos y niños de 14 años en adelante; los niños más pequeños deben consumir menos sodio)**

El sodio se encuentra en la sal de mesa, pero la mayor parte del sodio que comemos proviene de alimentos envasados o de restaurante. Al comprar alimentos en el mercado, lea la etiqueta de información nutricional y opte por los que contengan menos sodio. Para reducir la cantidad de sodio que consume, cocine más en casa o pida que no le agreguen sal a su comida cuando coma fuera.

### Los cambios sencillos producen grandes beneficios

Los cambios sencillos en los hábitos diarios de alimentación pueden mejorar su salud a largo plazo. Por ejemplo, trate de cambiar el pan blanco por pan de trigo integral y de optar por un puñado de frutos secos en vez de papas fritas.



## Sea constante.

Comer una alimentación saludable toda la vida puede prevenir problemas de salud, como la obesidad, las enfermedades del corazón, la diabetes tipo 2 y algunos tipos de cáncer. Piense en que cada día y cada comida representan una oportunidad para tomar una decisión saludable.

¿Quiere aprender más acerca de cómo hallar un patrón de alimentación saludable que le dé resultado? Visite [DietaryGuidelines.gov](https://DietaryGuidelines.gov) (en inglés) si desea más información sobre las *Pautas Alimentarias* y busque recetas de comidas saludables en <https://whatscooking.fns.usda.gov/es>.

## ¿Qué hay en un patrón de alimentación saludable?

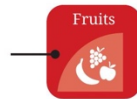
Las Pautas Alimentarias de 2015-2020 contienen recomendaciones respecto a un patrón de alimentación saludable.

Para una persona que necesita 2000 calorías diarias, un patrón de alimentación saludable contiene:

**Frutas**, especialmente frutas sin procesar  
2 tazas

**Una variedad de verduras** de color verde oscuro, rojo y naranja, hortalizas ricas en almidón, legumbres (frijoles y arvejas) y otras verduras  
2.5 tazas

**Productos lácteos descremados o semidescremados**, entre ellos, la leche, el yogur, el queso y las bebidas enriquecidas de soya  
3 tazas



**Granos**, de los cuales por lo menos la mitad deben ser granos integrales  
6 onzas

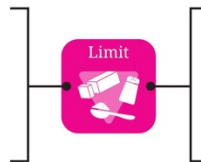
**Una variedad de alimentos que contengan proteínas**, como pescado, mariscos, carnes magras, carne de aves, huevos, legumbres (frijoles y arvejas), productos derivados de la soya, frutos secos y semillas  
5.5 onzas

**Aceites**, como el aceite de oliva y de colza (*canola*), o alimentos que contengan aceites, como los frutos secos y el aguacate  
5 cucharaditas

En el patrón hay restricciones en cuanto a la cantidad de estas sustancias:

**Grasas saturadas y trans:** limitar las grasas saturadas a menos del 10 % de las calorías diarias. El consumo de grasas *trans* debe ser lo más bajo posible

**Azúcares agregados:** limitarlos a menos del 10 % de las calorías diarias



**Sodio:** consumir menos de 2300 mg diarios (esta es la pauta para adultos y niños de 14 años en adelante; los niños más pequeños deben consumir menos sodio)

Gran variedad de alimentos y meriendas pueden adaptarse a los patrones de alimentación saludable. Muchas comidas contienen varios grupos de alimentos en un plato. Fíjese en estos ejemplos.

### Ensalada de taco (pavo con totopos)

### Salteado de tofu con verduras

### Sándwich de ensalada de atún



























½ taza de aguacate y 1 cucharadita de jugo de limón agrio (frutas)  
2 onzas de totopos (granos)  
1 taza de lechuga picada y 2 cucharadas de salsa al estilo mexicano (verduras)  
2 onzas de pavo molido y cocido (proteínas)  
½ onza de queso *cheddar* semidescremado (productos lácteos)  
2 cucharaditas de aceite de maíz para cocinar el pavo (aceites)

¼ de taza de piña (frutas)  
1 taza de arroz integral cocido (2 onzas de arroz seco) (granos)  
½ taza de repollo chino picado; ¼ de taza de brotes de bambú, cortados en rodajas; y ¼ de taza de pimiento dulce verde y rojo, picado (verduras)  
4 onzas de tofu firme (proteínas)  
1 taza de una bebida enriquecida de soya (productos lácteos)  
1 cucharada de aceite de colza (*canola*) para el salteado (aceites)

1 durazno o melocotón mediano (frutas)  
2 tajadas de pan de trigo integral (granos)  
1 cucharada de apio picado y ½ taza de lechuga cortada en tiras (verduras)  
2 onzas de atún enlatado (proteínas)  
1 taza de leche descremada (productos lácteos)  
1 cucharada de mayonesa (aceites)



# Elija la salud. Tome agua.

Bebida, calorías y tamaño del envase (onzas líquidas)	Cucharaditas de azúcar por tamaño del envase	Minutos de caminata rápida para quemar la bebida (caminar a 3.5 mph)
 <b>Refresco</b> 227 calorías 20 oz. líquidas	14 cdtas. 	49 min. 
 <b>Bebida deportiva</b> 125 calorías 20 oz. líquidas	9 cdtas. 	27 min. 
 <b>Bebida energética</b> 240 calorías 16 oz. líquidas	15 cdtas. 	52 min. 
 <b>Bebida de jugo</b> 305 calorías 20 oz. líquidas	17 cdtas. 	66 min. 
 <b>Refresco sabor a fruta</b> 165 calorías 12.5 oz. líquidas	11 cdtas. 	36 min. 
 <b>Agua vitaminada</b> 125 calorías 20 oz. líquidas	8 cdtas. 	27 min. 
 <b>Té endulzado</b> 213 calorías 20 oz. líquidas	14 cdtas. 	46 min. 
 <b>Agua</b> 0 calorías 20 oz. líquidas	0 cdtas. 	0 min. 

**Nota:** La duración de la caminata se basa en el consumo de calorías promedio para una persona de 154 libras que camina a 3.5 mph (350 calorías por hora). Las calorías que se queman por hora pueden variar para personas que pesan más de 154 libras y menos para personas que pesan menos. Las cucharaditas de azúcar se redondean al número entero más cercano. Todas las duraciones de las caminatas se redondean al siguiente número entero.

Departamento de Salud de los Estados Unidos y Departamento de Agricultura de los Estados Unidos. Guías Alimentarias para los Estadounidenses, 2005. Tabla 4. Calorías/Hour Expended in Common Physical Activities. <http://www.health.gov/dietaryguidelines/opa2005/document/printchapter3.htm>. Consultado el 10 de mayo de 2012.

\*Solo está disponible en inglés.

**rethink**  
YOUR DRINK

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## Comprensión y uso de la etiqueta de Información Nutricional



La **etiqueta de Información Nutricional** que se encuentra en bebidas y alimentos envasados es su **herramienta diaria** para optar de manera informada por alimentos que contribuyan a hábitos de alimentación saludable para toda la vida.

Nutrition Facts	
4 servings per container	
Serving size 1 1/2 cup (208g)	
Amount per serving	
<b>Calories</b>	<b>240</b>
% Daily Value*	
<b>Total Fat</b> 4g	<b>5%</b>
Saturated Fat 1.5g	<b>8%</b>
Trans Fat 0g	
<b>Cholesterol</b> 5mg	<b>2%</b>
<b>Sodium</b> 430mg	<b>19%</b>
<b>Total Carbohydrate</b> 46g	<b>17%</b>
Dietary Fiber 7g	<b>25%</b>
Total Sugars 4g	
Includes 2g Added Sugars	<b>4%</b>
<b>Protein</b> 11g	
Vitamin D 2mcg	10%
Calcium 260mg	20%
Iron 6mg	35%
Potassium 240mg	6%

\*The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.

**Porciones por envase** muestra la **cantidad total de porciones** en todo el recipiente o paquete de alimento. Un paquete de alimento puede contener más de una porción.

**El tamaño de la porción** se basa en la **cantidad de alimento que se come normalmente de una vez** y no constituye una recomendación acerca de la cantidad que se debe comer. Por lo general, la información nutricional incluida en la etiqueta se basa en una porción del alimento; sin embargo, algunos envases también pueden contener información por paquete.

**Calorías** se refiere a la **cantidad total de calorías** en una porción de alimento. Para lograr o mantener un peso corporal saludable, debe equilibrar la cantidad de calorías que come y bebe con la cantidad de calorías que utiliza su cuerpo. Como guía general para asesoramiento nutricional, se utilizan 2000 calorías por día. Sepa qué cantidad le corresponde en [www.choosemyplate.gov/resources/MyPlatePlan](http://www.choosemyplate.gov/resources/MyPlatePlan).

### Como guía general:

- **100 calorías** por porción de un alimento envasado individual se consideran **moderado**.
- **400 calorías** o más por porción de un alimento individual envasado se considera **alto**.

**Nutrientes que debe ingerir menos: grasas saturadas, sodio y azúcares añadidos.** Compare y elija los alimentos para obtener menos del 100% de VD de estos nutrientes por día.

**Nutrientes que debe ingerir más: fibra dietética, vitamina D, calcio, hierro y potasio.** Compare y elija los alimentos para obtener el 100% de VD de estos nutrientes la mayoría de los días.

**El % de Valor Diario (%VD)** muestra la **cantidad de nutrientes por porción que el alimento aporta a su alimentación diaria total**. Utilice el %VD para determinar si una porción del alimento tiene alta o baja cantidad de nutrientes y para comparar los productos alimenticios (recuerde asegurarse de que el tamaño de porción sea el mismo).

### Como guía general:

- **5% de VD** o menos de un nutriente por porción se considera **bajo**.
- **20% de VD** o más de un nutriente por porción se considera **alto**.

## Nutrientes

La etiqueta de Información Nutricional puede ayudarle a **obtener información, comparar y controlar los nutrientes** en diversos alimentos que forman parte de su alimentación.



**FDA U.S. FOOD & DRUG ADMINISTRATION**

[www.fda.gov/nutritioneducation](http://www.fda.gov/nutritioneducation)

Etiqueta de información nutricional interactiva • marzo de 2020  
**Comprensión y uso de la etiqueta de Información Nutricional 1**



## Medidas que debe adoptar para una alimentación saludable



Utilice la etiqueta de Información Nutricional y otras partes de la etiqueta de alimentos para optar por alimentos saludables.

- **Coma vegetales de colores variados** (frescos, congelados, enlatados y deshidratados) y jugos 100% de vegetales. Compre vegetales congelados (sin mantequilla ni salsa) y vegetales enlatados con bajo contenido de sodio o sin sal. Pruebe comer vegetales como aperitivos, en ensaladas, para acompañar sus comidas y como parte de los platos principales.
- **Concéntrese en las frutas enteras** (frescas, congeladas, deshidratadas y enlatadas 100% en jugo de frutas). Pruebe comer frutas como aperitivos y postres e incorpore frutas a sus ensaladas y para acompañar sus comidas. En lugar de utilizar salsas dulces para decorar alimentos como cereales, panqueques y yogur, utilice frutas.
- **Si come granos, procure que, al menos la mitad, sean granos integrales.** Busque alimentos con granos integrales detallados como el primer o segundo ingrediente de granos después del agua. Pruebe los granos integrales (como arroz integral, cuscús y quinoa) como guarnición para sus comidas y cambie las versiones de alimentos con granos refinados que consume habitualmente por integrales (como pan, cereales, pasta y arroz). Limite los granos refinados y los productos fabricados con granos refinados, en especial con gran cantidad de calorías, grasas saturadas, azúcar añadida y/o sodio (como tortas, galletas dulces, papas fritas y galletas de agua).
- **Varíe su rutina de proteínas.** Pruebe frijoles y arvejas, productos lácteos sin grasa o con bajo contenido graso (1%), huevos, carnes magras y pollo, pescado, productos a base de soja, frutos secos y semillas. Elija pescado y fuentes de proteínas derivadas de plantas (como productos a base de soja, frijoles, arvejas y semillas, y frutos secos sin sal) en lugar de algunas carnes y pollo. Incorpore frijoles o arvejas a las ensaladas, las sopas y para acompañar las comidas, o sirvalas como plato principal. Pruebe comer un puñado pequeño de semillas o frutos secos sin sal como aperitivo.
- **Elija los productos lácteos sin grasa o con bajo contenido graso (1%)** (como leche, queso y yogur) y bebidas fortificadas a base de plantas (como soja, arroz y almendras) en lugar de los productos lácteos enteros y con contenido graso reducido (2%). Limite la ingesta de postres a base de lácteos con gran contenido de calorías, grasas saturadas y azúcar añadida como helado, otros postres congelados y budines).

- **Limite la ingesta de grasas saturadas, sodio y azúcar añadida.** Elija carne, pollo y pescado fresco en lugar de procesado. Cambie la margarina en pan por la margarina blanda (líquida, en aerosol o en pote). Busque alimentos envasados, aperitivos y condimentos en versiones dietéticas, con bajo contenido de sodio, reducidas en sodio o sin sal. Limite la ingesta de productos horneados, postres, dulces y aperitivos (como tortas, galletas dulces, helado, bombones de chocolate, papas fritas y palomitas de maíz para microondas). Consuma porciones más pequeñas de alimentos y bebidas con gran contenido de grasas saturadas, sodio y/o azúcar añadida o consúmalos con menor frecuencia.

### Consejos útiles para la preparación de comidas

- Pruebe cocinar en el horno, a la parrilla, a la plancha o al vapor. Estos métodos de cocción no aportan calorías adicionales.
- Retire o escurra la grasa de la carne antes y después de cocinar y quite la piel del pollo antes de comerlo.
- Cocine y hornee con aceites líquidos (como aceite de canola y de oliva) en lugar de grasas sólidas (como mantequilla y manteca).
- Cuando pueda, prepare sus propios alimentos y limite la ingesta de salsas envasadas y productos saborizados (como mezclas de pasta y arroz).
- Limite la cantidad de sal y azúcar añadida al cocinar, hornear o comer.
- En vez de usar sal, condimente los alimentos con hierbas, especias y condimentos sin sal.
- Antes de comer, escurra los alimentos enlatados con contenido de sodio, como atún, vegetales y frijoles.
- Si come afuera, pregunte cómo se prepara la comida. También puede preguntar si tienen información nutricional disponible para ayudarle a tomar decisiones informadas.

Etiqueta de información nutricional interactiva • marzo de 2020  
Comprensión y uso de la etiqueta de Información Nutricional 2





United States Department of Agriculture

**10  
consejos**  
Serie  
de Educación  
en Nutrición



**MiPlato**  
**MisVictorias**

Basado en las  
Guías  
Alimentarias  
para los  
Estadounidenses

## Comer mejor con un presupuesto

**¡Aproveche al máximo su presupuesto!** Hay muchas maneras de ahorrar dinero en los alimentos que usted come. Los tres pasos principales son la planificación antes de comprar, la compra de los artículos al mejor precio y la preparación de comidas que aprovechen mejor sus dólares para la compra.

### 1 ¡Planee, planee, planee!

Antes de ir a la tienda de comestibles, planee sus comidas para la semana. Incluya comidas como guisos, guisados o sopas, que "aprovechan" artículos caros en más porciones. Compruebe qué alimentos tiene ya y haga una lista de lo que necesita comprar.



### 2 Consiga el mejor precio

Chequee el periódico local, en línea y en la tienda para encontrar rebajas y cupones. Pida una tarjeta de fidelidad para ahorros adicionales en las tiendas donde compra. Busque ofertas especiales o rebajas de carne de res y pescado, los cuales a menudo son los artículos más caros de su lista.

### 3 Compare y contraste

Localice el "precio unitario" en el estante directamente debajo del producto. Úselo para comparar diferentes marcas y diferentes tamaños de la misma marca para determinar cuál es la mejor compra.

### 4 Compre a granel

Es casi siempre más barato comprar alimentos a granel. Las opciones inteligentes son grandes contenedores de yogur bajo en grasa y grandes bolsas de vegetales congelados. Antes de comprar, recuerde comprobar si tiene suficiente espacio en el congelador.



### 5 Compre productos de temporada

¡La compra de frutas y vegetales de temporada puede reducir el costo y añadir a la frescura! Si no va a usarlos todos de inmediato, compre algunos que todavía necesiten tiempo para madurar.

### 6 Costos de la conveniencia... vuelva a lo básico

Los alimentos convenientes como cenas congeladas, frutas y vegetales pre-cortados, y las comidas para llevar a menudo pueden costar más que si se prepararan en casa. ¡Tómese el tiempo para preparar su propia comida y ahorre!

### 7 Bueno para su cartera

Ciertos alimentos suelen ser opciones de bajo costo durante todo el año. Pruebe los frijoles como alimento proteínico menos costoso. Para los vegetales, compre repollo, batatas o tomates enlatados bajos en sodio. En cuanto a las frutas, las manzanas y los plátanos son buenas opciones.



### 8 Cocine una vez... ¡coma toda la semana!

Prepare un gran lote de recetas favoritas en su día libre (el doble o triple de la receta). Congele en recipientes individuales. Úselos durante toda la semana y no tendrá que gastar dinero en comidas para llevar.

### 9 Sea creativo con las sobras

Anime las sobras, úselas de nuevas maneras. Por ejemplo, pruebe el pollo sobrante en un stir-fry, en una ensalada verde o en chili. Recuerde, ¡tirar la comida es tirar su dinero!

### 10 Comer fuera

Los restaurantes pueden ser caros. Ahorre dinero obteniendo el especial para madrugadores, saliendo a almorzar en lugar de cenar o buscando ofertas "2 por 1". Pedir agua en vez de pedir otras bebidas, las cuales incrementan la factura.

Center for Nutrition Policy and Promotion  
El USDA es un proveedor, empleador y prestamista  
que ofrece igualdad de oportunidades.

Visite **ChooseMyPlate.gov**  
para obtener más información.

**DG TipSheet No. 16**  
Noviembre 2011  
Revisado Octubre 2016

**10**  
**consejos**  
Serie  
de educación  
en nutrición

# dé buen ejemplo de salud a los niños

## 10 consejos para dar buenos ejemplos



**Usted es la influencia más importante para sus hijos.** Puede hacer muchas cosas para ayudar a sus hijos a desarrollar hábitos de alimentación sana, para toda la vida. Ofrecer una variedad de comidas ayuda a los niños a obtener los nutrientes que necesitan de cada grupo de alimentos. También tendrán mayores probabilidades de querer probar alimentos nuevos y que estos les gusten. Cuando los niños desarrollan un gusto por muchos tipos distintos de alimentos, es más fácil planificar las comidas de la familia. ¡Cocinen juntos, coman juntos, hablen y hagan que las comidas sean tiempos dedicados a la familia!

### 1 eduque con su ejemplo

Coma vegetales, frutas y granos integrales en las comidas o como bocadillos. Deje que su hijo vea que a usted le gusta comer vegetales frescos.

### 2 vayan de compra juntos

Ir de compras de comestibles puede educar a sus hijos sobre los alimentos y la nutrición. Hablen sobre de dónde provienen los vegetales, las frutas, los granos, los productos lácteos y las proteínas. Permita que sus hijos tomen decisiones saludables.



### 3 sea creativo en la cocina

Use moldes para galletitas para cortar los alimentos en formas divertidas y fáciles. Nombre los alimentos que sus hijos ayuden a preparar. Sirva la "ensalada de Janie" o los "camotes de Jackie" a la cena. Anime a sus hijos a inventarse bocadillos nuevos. Prepare sus propias mezclas de nueces y frutas con granos integrales secos, cereales con bajo contenido de azúcar y frutas secas.

### 4 ofrézcales los mismos alimentos a todos

Deje de "cocinar a la carta" al preparar varios platos distintos para complacer a los niños. Es más fácil planear las comidas familiares cuando todos comen lo mismo.



### 5 recompense con atención, no con comida

Demuestre su amor con abrazos y besos. Consuele con abrazos y conversaciones. No ofrezca dulces como recompensas. Eso permite que sus hijos comiencen a pensar que los postres son mejores que otros alimentos. Si no se comen la comida, los niños no necesitan "otras cosas", como dulces o galletitas, para reemplazarla.

### 6 en la mesa enfóquese en la familia

Hable sobre temas divertidos y felices a la hora de comer. Apague el televisor. No conteste el teléfono. Intente hacer que la hora de comida sea un período libre de estrés.



### 7 preste atención a sus hijos

Si sus hijos dicen que tienen hambre, ofrézcales bocadillos pequeños y sanos, aunque no sea hora de comer. Ofrezca opciones. Pregunte "¿Qué les gustaría en la cena: brócoli o coliflor?" en lugar de decir "¿Quieren brócoli con la cena?"

### 8 limite el tiempo frente a una pantalla

No permita más de 2 horas al día frente a la televisión o la computadora. Levántese y muévase durante los anuncios para hacer algo de actividad física.

### 9 anime la actividad física

Haga que la actividad física sea divertida para toda la familia. Involucre a sus hijos en la planificación. Camine, corra y juegue con sus hijos, en lugar de sólo observar. Dé el ejemplo al estar físicamente activo y usar equipo de seguridad, como cascos de bicicleta.



### 10 dé el buen ejemplo de alimentación

Pruebe alimentos nuevos también. Describa el sabor, la textura y el olor. Ofrezca un alimento nuevo a la vez. Sirva un alimento nuevo con algún otro que les guste a sus hijos. Ofrezca alimentos nuevos al empezar a comer, cuando sus hijos tienen mucha hambre. Evite las discusiones o el forzar a sus hijos a comer.